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HINTS TO EDUCATORS.

A GLANCE at the progress of Education in this country is sufficient to discover the strong hold of power in our government. We are told that our government is based upon the consent of the governed. Now we think that it is only an intelligent consent that is worth any thing. If this be true, then the most efficient educators are really the makers of government, whatever may be the power which gives it practical form. With us, the school-master is the power behind the throne. This power is increased in the same degree that his influence is felt. If our system of instruction be perfect, it includes every child in the community, and the teacher comes in contact with every mind in the coming State. To a great extent he shapes the sentiments which must come next in succession to sovereign power. He should not forget the sort of mind with which he has to do. He labors with a single class — the young. In this respect, the work of the profession is unlike that of any other. The doctor medicates for the croup and the gout; all the way from first to second childhood; the lawyer pleads alike for the old and the youthful culprit; while the preacher points his text at every phase and age of the human soul.

When we consider that the schools are soon to become responsible communities; that these pupils are to live a quarter or half a

century; that they must bear heavier responsibilities than their fathers; it is then that we begin to comprehend the onorous duties of the teacher. One of his most important duties is that of a guardian. And what shall he guard? The moral aspect of this question I will not discuss. A practical want in the education of some communities is equipoise. Through the lack of system so much is left to the choice of teachers and sometimes of pupils that a properly balanced education is seldom the result. That two and two make four, has been said to be the basis of our educational system. Starting with this proposition we have passed on from counting our fingers to the reckoning of several columns at once in the ledger, and there have stopped. In other words, our education has been intensely mathematical. In such a country as this, where the facilities for acquiring wealth are great, it is not strange that the multitudes should incline to limit the work of education to the mastery of the simple rules in arithmetic, thus only preparing their children for competition and raising them above imposition.

But that this mathematical mania should exist among teachers admits of some remark and explanation. The branches, which often preponderate in the school room, are sometimes a fair index of the mental habits in the community. When we visit a Western school, we are quite sure to find an excess of mathematical teaching, and outside of the school we find corresponding habits of thought. Business, interest, stocks and speculations compose the warp and woof of western life. The western mind is accordingly hard and blunt, simply because so many hard things have been driven into it. It lacks a liberal and equable culture. Twenty-five years ago, the same sort of instruction prevailed in a majority of New England schools. It required a century or more to develop the resources of our country. We have been digging our wealth out of the soil, rock, and mountain. It must be weighed, measured, and counted. Multitudes have been led to the common education of their children solely by pecuniary interest. It flatters a man of clever business turn to tell him that his boy is "good in figures."

If now we visit a Genevan or German school, we shall find a different state of things. We shall there see a large amount of language and history. Accordingly, Geneva has great historical

renown and literary fame, and Germany raises up the greatest philosophers in the world. Our cotton planter at the south reckons the value of his crop before it is either reaped or sown. But the German philosopher, in the light of history, reading the progress of civilization as it has come down in slow and measured pace, calculates with just as much accuracy the final results of the cotton institution. The value of a crop of grain or cotton is a mathematical problem, while that of an institution is a philosophical one. We have now come to such a national magnitude that the preservation of our government is of some account in the world. We affirm, then, that a fair measure of time should be given to history and to the great problems which have been scattered along the wayside in the march of civilization.

The excess of mathematical training, which has so long been a fact in our schools, has also another reason. It has had the sanction and advocacy of teachers. A few years ago, a certain aptness in arithmetic was a sure passport to the teacher's desk. Nothing else was so sure to create fame on examination day. Lightning questions and lightning answers seemed to electrify everybody. It was plain that the audience had its mania, the teacher his hobby, and both were satisfied. There is an exactness about mathematical studies which render them, to ordinary minds, and up to a certain extent, very easy of attainment. There is, perhaps, no important branch in which both the teacher and pupil can so readily become qualified for "a show," as arithmetic. When the modes of reasoning are once learned, the teacher is but little more than the superintendent of a machine to which the power has been applied. But to tread the labyrinths of history, to weigh its truths, and to show their connection with the destinies of mankind, requiring the sagacity of the statesman; also to trace the relations of language, and to catch its revelations of character, requiring the judgment of the philosopher; all this demands something more than a mechanical teacher. We would neither exalt these branches too much, nor denounce mathematics, but would give to each its fair allowance of time. We only wish to guard against that excess in any case which prevents a harmonious growth of mind. Neither do we speak here of certain cases of genius. When such cases come up, we must decide by circumstances how to treat them.

Our remarks so far will apply more readily to our higher public schools. But the same general principles apply as well to the very lowest grades. Educators have now come to the conclusion that the right kind of early training is of the highest importance. They even admit the German idea that the best teachers should be secured for the youngest minds. But we find a controversy in regard to the first step which the primary teacher is required to take. How shall we teach the alphabet?

In the review of this question we find no small amount of exageration. Some new method for this primary work has been sought after, with as much eagerness as was ever the philosopher's stone. The wholesale denunciations which have been visited upon the old methods of teaching the alphabet are somewhat amusing.

We almost wonder that there has been any successful education previous to our time; and that the alleged violations of the laws of mind have not produced greater convulsions than they have. Now we have some important facts upon this subject. Let us get all the philosophy out of them that we can. We learn from our fathers that it was just as much the fashion, fifty years ago, for children to learn the alphabet at a certain age, as it is now. Nobody now asks the question whether Daniel Webster learned his letters phonetically, or from a perpendicular line in his spelling book; by means of lettered blocks of wood, or whether his mother pointed them out to him with her knitting-needle while he stood at her knee. But, in common with multitudes of children at that period, he learned them early enough and well enough. When we hear these terrific denunciations against the old modes of doing this particular kind of work, it sometimes occurs to us that much of the noise is made for effect, or through a misapprehension of the subject.

It is true, however, that many can testify to the sad results of early instruction; but we never have heard a man blame anybody for the mode in which he learned his alphabet. The complaint always relates to subsequent training. In view of this, we submit that our intermediate schools are too much overlooked.

The same inclination to excess may be seen outside of mental instruction. In this country every man must have his word, and every thought its course. It is not strange that both should some-

times run astray. During the year past, we have had the rage for gymnastics. The fever has caught in the public mind like fire in a box of tinder. Everybody has been mounted upon stilts or skates. We have received no new theory upon exercise. For a long time have we possessed the theory. That same old blacksmith's arm has been up, with sledge in hand, ever since we can remember. But there are those who advocate some particular mode as infinitely better than all others. We think that teachers should guard against such extreme views. All pupils and students will not be interested in the same kind of exercise. We may say, as much as we will, that all children must and can be pleased with rattles and tickled with straws; but a question is, *will they be so?* It has proved during the year that the bean bags and wooden clubs do not possess quite enough of intellectual interest to satisfy all the pupils in our higher schools. The conclusion, to which teachers have come, is, that modes of exercise must be assorted and recommended according to circumstances. The more artificial modes are of great value where there is not exercise enough from necessity. But in case that a boy walks three miles, to school and back, every day, we are inclined to think that a *plate* of beans will increase his muscle about as much as a closely tied bag of them.

We close these remarks with two or three thoughts. We do not wish to dampen the ardor of any zealous man in the cause of education. But teachers are liable to be urged to the adoption of a great many new things. While now, we should always be in favor of progress, we should not too hastily throw aside modes of instruction which have done good service in the world, simply because they are old. Let us first be sure that we shall get something better. These extreme views usually come from those who are outside of the profession, and are not practical teachers. They would fill our school-rooms with machinery, and tease the minds of our pupils, even, with variety. But we must remember that there is a limit to the power of the young mind. It is impossible for the little child to learn everything at once. It is impossible, and would be useless, were it possible for it to know every relation which a given thing bears to every other thing.

There is doubtless a golden mean between the old and new. It is for teachers to find this mean. We believe that far better

results will accrue to society, when the entire work of education shall have been placed in the hands of practical instructors, who unite, if possible, the old and the new in their experience. Then, and not till then, shall we be a profession. While we hold strict allegiance to the authorities which the community wisely appoints over us, we ought, at the same time, to have in our profession the ability to perform every kind of educational work which the State may find to do.

Exclusiveness is a peculiarity of all the learned professions. The preacher, the lawyer, and the doctor, never *exchange* with one another. Now, we ought not forever to be obliged to go out of our profession to find competent advisers and leaders. The case was different twenty years ago. Then there was no system ; and the genius of Horace Mann, with all his culture, observation, and travel, was required to make one. But our best teachers are now educated up to the demands of that very system. They are now teaching what Mr. Mann could only preach. Even a Horace Mann could not take the same position now that he did then.

THE WHOLE, OR NONE.

BY H. K. OLIVER.

In your number for May last, you quote and comment upon the well-known lines of Pope,

> "A *little* learning is a dangerous thing,
> Drink *deep*, or taste not the Pierian spring,"

and combat their fallacy. I think your views are quite right, and really believe that a "little learning" is certainly not a perilous matter, and is far better than none at all. The poet himself seems not always to have entertained the views embodied in this couplet, for he says, elsewhere,

> "Shall we alone, whom rational we call,
> Be pleased with nothing, *if not blessed with all?*"

Is not a small sip from the "Pierian spring" better than no sip at

all? Is it not better that the parched wayfarer, when thirsting for knowledge, should abate somewhat of his thirst, with the scantiest lap from out of the blessed stream of knowledge, rather than to perish of drought? All the better, to be sure, if, when panting with arid mouth in the sandy desert of ignorance, he should haply and happily fall upon an oasis, wherein gush up the streams of wisdom and of truth — all the better, if he plunge right in, head foremost, and bathe and be baptized therein, head, shoulders, body, legs and feet, and "drink deep" and take down all he can swallow of its blessed and blessing waters.

I take the same view of this matter as did Mr. Thomas Campbell, the author of the "Pleasures of Hope," in his inaugural address at his installation as Lord Rector of the University of Glasgow. He says "that he considers it equally absurd to regard a 'little learning' as a 'dangerous thing,' or as valueless, as it would be to look upon a little virtue, or a little wealth, or a little health, or a little of any other blessing under heaven, as worthless and dangerous, because of its size." To abjure or reject *any* amount of information, because we cannot grasp the entire circle of the sciences, or sound to the bottom, if there be any, the depths of erudition, appears to be just about as sensible as if we were to shut up our windows because they are too narrow to let in the whole blaze of the solar light; to abjure spectacles because they are not microscopes or telescopes, by which to see the smallest and the largest things equally well; to refuse a small shower, because the dried up earth needs a seven-days' rain; to reject a blooming, luscious, full-ripe peach, because it is not as large as a pumpkin; or to scorn God's precious gift of a helpless, new-born babe, because it leaped not into life, full-grown, like Minerva, from the brain of Jove. For the smallest modicum of knowledge that we can acquire, we are bound to be thankful, and to be content therewith, if we can get no more. But whilst the possibility of further advancement remains to us, we may justly be dissatisfied with the little we have gained, and desire to add more and more unto it; although we shall meekly feel that all we can attain, however great in men's opinions that all may be, is but an infinitessimal drop from out of the measureless abysses of the wisdom of the Omniscient.

In fact, the taste of a "little learning" creates the longing for more, — and the lines of Pope may, with great justice and truth, be varied, thus:

> A little learning 's not a dangerous thing;
> Taste, and you 'll deeper drink the Pierian spring.

In fact, has any man a right to neglect the spirit, or the practice of culture, *in any degree or measure whatever?* His own self, his own household, that other part of himself, — both demand that he give heed to it. Society and the republic demand it of him. God demands it of him, for that great and good Book of his word, that you and I

> "——— do not read
> Half so much as we need,"

preaches to us from every page of its inspiration, that we "abound more and more in knowledge and in judgment." All nature cries out upon you and upon me, to study the mysteries that dart upon us from every glittering star that twinkles in the sky; from the firm shine of every planet that speeds its stately course round the huge central sun; from every blazing comet, that, with flaming train,

> ——— "doubles wide
> Heaven's mighty cape, and then revisits earth,
> From travel of a thousand years;"
> —*Young.*

from the pale, lustrous moon, that, with "soft beam and milder light," steals from her dimly lighted chamber of the East, and walks her silent way through the long, solemn night; from the great sun himself, the Anak of the skies,

> ——— "as on the wings
> Of glory, up the East he springs;
> Angel of light, who, from the time
> That heaven began its march sublime,
> Hath first of all the starry choir,
> Trod in his Maker's steps of fire;"
> —*Lalla Rookh.*

from the broad earth on which we tread, whose every mountain and valley, every hill-top and plain, every forest and prairie, every clod and every smallest dust, — every ocean, and sea, and lake, and

river, and gurgling brook, and tiny drop of water, are flush with the wonders of God's handiwork. Look all over the earth whereon you live. Behold the Omnipotent and the Omniscient every where. God moves the balmy breeze of morn, the noontide breath, and softer evening air. It is He that makes the glories of the rising sun, and sunset's gorgeous clouds; his are the starlight dews, the flash of boreal light, the spring budding boughs, the summer flowers, brown autumn's golden sheaves, and mellow fruits, and varied sport of piebald leaves. His are the pattering rains, and softer-falling snows. He wakes the fury of the wintry storm, when chilling blasts sweep across land, and lake, and sea, making the

"Mountain billows bellow to the skies."

Where'er we turn, his power and his glories meet our gaze. All things above, below, on earth, in sea, and air, teem with his light, and life, and love; teem with mysterious truth and wonders yet unknown. What endless hosts, in earth, and sky, and wave, are revealed to us by research of telescope and microscope! Take the wings of the cherubim, and soar with me, if reach it we may, towards the outer verge of space, and there let us poise and look down upon the majestic multitude of starry orbs, the countless battalia of God's armies of the skies, that, with stupendous strides, and in solemn silence tramp their gigantic march through the colossal fields of infinite space! See what interminable hosts of animalcular life tenant every spot of the multitudinous seas! What rich luxuriance of insect forms burrow and build in earth, or, laying their firm foundations in the depths of the seas, build thereon vast insular growths of gigantic strength, which defying wind, and wave, and storm, become the fruitful abodes of bird, and beast, and man! See how they disport beneath and above "great Neptune's ocean," making each curling wave a foaming band of phosphorescent light! Mark the mysterious round of vaporized particles, ascending from the wide expanse of earth's water-surface, replenishing the floating masses of clouds, from whose surcharged fullness drop the fast rains to fill earth's bosom-springs, whence gushing rills and "bubbling runnels," swell the mighty rivers, that sweeping through the wide-spread vales, find their way back to the ocean-source whence

they came, — again to pass through the same ceaseless round, fulfilling, as they go, God's messages of mercy, or of wrath. How common, how simple, yet how truly wonderful is all this! Note the strange prediction made by the German chemists, Bunsen and Kirchoff, growing out of their investigation of the influence of the several metals upon solar light, — that the earth contained within its crust, a "metal which human eye had never seen, and human finger never felt," and this they found to the amount of the fifth part of a thimbleful, after evaporating four tons of mineral water! Mark the predictions of Adams and of Leverrier, the illustrious astronomers of England and of France, growing out of observed perturbations of the planet Uranus, predictions made in the solitude and researches of their closets, that in a certain part of the heavens, the piercing telescope would, ere long, detect another vast globe to be added to the circling orbs that roll about our central sun, a prophecy fulfilled in the discovery of the planet Neptune, by the astronomer Galle. Listen to that mysterious spirit-sound, first noted by Tartini, which, generated by the perfect accordance of two voices, or instruments, gives to the wondering ear the natural bass-notes of their harmony, a trio of sounds from but *two* performers. !

See, too, mystery, surpassing all, how from the all but fearful experiment of Crosse, a quickening flash of the electric flame darts life into the tenants of flinty shells, which, for long centuries, had lain inert within its crustaceous charnel-house!

> "There are more things in heaven and earth, Horatio,
> Than are dreamt of in your philosophy;"

And which one

> "Might not believe,
> Without the sensible and true avouch
> Of his own eyes;"

and shall we walk, blind as moles and deaf as adders, uncaring to know, lest we can "drink deep" or know *all* in this marvellous creation of God, wherein he works out the mystery of his experiments, and refuse the free gift of his teachings and be never the wiser for his revelations!

TRIAL, OR TEST EXERCISES.

The use of test exercises, in a school, to determine the actual and relative attainment of the pupils, is of the highest importance. From the usual daily recitations, the teacher cannot determine accurately the amount of real, *available* knowledge acquired by the pupil; and in no way can the pupil be so well undeceived, as by showing him what he does not know, at least cannot communicate to others, relating to subjects which he supposed were perfectly familiar to him.

Such exercises may be made daily or weekly according to circumstances. In all cases, however, they should be so conducted as to make it a thorough and critical test of the pupil's acquaintance with the subject presented. The same length of time should be allowed to all engaged in the exercise; and it should be so limited as to give a fair opportunity to present an intelligible answer, with a good degree of promptness. The trial may be made with a single class, the whole school, or such a portion as may be competent to engage in the exercise.

We venture to offer, by way of illustration, the method we have used for many years with very satisfactory results. The pupils of the whole school are required to have before them only the pen and a sheet of paper. Each one writes his name at the head of his paper, and sits "in position," until the teacher is ready to dictate the question or subject. We wish to test the power of *comprehension*, *attention*, and ability to perform a simple process with *accuracy*. We write upon the board, and, at the same time, dictate distinctly the following, to be written by the pupils: —

Six thousand and one; one million and twenty; seventy-nine and seventy-nine hundredths; one hundred million one thousand and nineteen; five hundred thousandths; five hundred thousand and fifty.

From the sum of the foregoing subtract ten thousand two hundred and nine, and twenty-nine hundredths; divide the remainder by five hundreths.

The whole may now be read by the teacher that the pupils may verify what they have written. Immediately all are required

to write the same in figures and perform the process in such time as will secure a good degree of activity, without producing confusion by precipitation. Ten minutes, ordinarily; will be sufficient for this example; and the pupils should be notified, at the beginning, that, at the end of the time assigned, the papers will be taken, whether finished or not. The work is carefully examined, its value marked and entered to the credit of each pupil in the record of "Trial Exercises," and the papers are returned to the writers.

The exercises can be made more or less intricate, according to the object to be secured. In the use of the example given above, probably many teachers will be surprised to find a difference in the power of comprehension they had not suspected. Want of attention will be revealed; and carelessness will be apparent which it will be difficult for the teacher to justify. But these are just the revelations needful in order to reach and remedy the deficiencies in the pupil's mental constitution.

Exercises in spelling, given out in a similar manner, taken from some book or paper which the pupils have not had an opportunity to study, are valuable, especially if the words missed are collected and used again by way of review. If it be desirable to test the familiarity of the pupils with general principles in arithmetic, then let examples be formed or selected which shall best accomplish the object required. Questions should be prepared with care, that they may involve as many important principles as possible.

While all the ordinary studies of a school may be treated in the same manner, for the sake of testing the habits of observation and extent of general information, topics of a different character may be given out, which will serve also as an admirable method of obtaining *original* compositions. Let the school be prepared as before, and after giving out a subject, the pupils shall be required to sit "in position," and *think* during a space of five minutes, before they are allowed to take a pen. Then, at a signal, they will commence writing, and occupy a quarter or half hour, more or less, at the option of the teacher. Pupils of a younger class might be required to name the objects seen in the school-room and describe their uses; the utensils of a farm or work-shop and their uses; older ones might give a synopsis of passing events in this country;

or relate some remarkable occurrence. To give younger pupils some idea of method in treating a subject, the mind may be lead by a series of question, thus: Subject, — "Cotton." Describe it, — whence obtained? — how produced? — what articles are manufactured from it? — what can be said of its usefulness? Older pupils might enlarge upon its influence on civilization; or discuss the question whether its existence has been productive of more good than evil.

The great object in such exercises is, to throw the mind upon its own resources. If the teacher is judicious in the method of conducting them, two important results will be sure to follow.

1. Pupils will be stimulated to observe with greater care and interest.

2. The teacher will learn many mental characteristics of his pupils which will be valuable aids to him in the discharge of his duties.

HOME EDUCATION.

[THE following note, written by a mother, and read at a meeting of citizens assembled for the purpose of considering the best means of rendering "Home Education" more efficient, sufficiently explains itself:]

If, as Dr. —— remarked the other evening, "The little misses of S———, whose propriety of deportment he has noticed, are trained at their mother's knee, while their brothers are turned into the street to be educated," God help the poor boys — for their parents do them a great, a grievous wrong; a wrong they will see and feel most keenly one of these days. I am unwilling to believe that this is the general practice of the good people of S———. But why is it the practice in any degree? Is it because boys are not so easily governed and trained in the right way as girls? Why, then the obligation is the greater to be particularly faithful to, and watchful over them. Is it because boys are more noisy and boisterous than girls, and are consequently less agreeable companions in the house? This is true, doubtless. But is a very plain duty to be set aside, because it is not agreeable to us? God tells parents very plainly what he requires them to do for their children,

and I have never yet read in his word that they may neglect the sons, if they will only instruct and train the daughters faithfully.

The question for discussion this evening is an exceedingly important one. *How* shall we train our boys to spend their evenings at home? I would fain offer you a few thoughts upon this question, partly to encourage my own fainting heart for the work before me, and partly with the hope that I may say something to comfort and encourage some other mother who desires to train her boy aright.

The little boy at your knee knows nothing of the attractions of the street yet. Mother's face, mother's stories, are pleasanter by far, to him, than any thing strangers can offer. *Home* is now the dearest spot on earth to him. Here you have a great hold upon your son. Make the most of it. First, by striving to maintain the place God has given you in this young heart; and, secondly, by doing every thing in your power to add to the cheerfulness and attractiveness of home. See to it that you do nothing yourself to bring a cloud over the *Home*. Cares may overwhelm you — a thousand annoying things may combine to irritate your temper and disturb your serenity. But do not *yield* to them. Some writer remarks thus: "Every mother makes the moral atmosphere of her household. Storms *will* come sometimes. You cannot control the weather out of doors, but you make just the kind of weather you choose in the household. Only *keep the sky of your heart cloudless and blue.* And you can do it." Yes, with God's gracious assistance, a mother can do very much towards making home all it should be.

Your little boy, now, is perhaps as gentle and quiet as a girl. But do not hope nor desire to have him continue so. *He is a boy*, and sooner or later, all the activity and restlessness of his nature will develop. Ere long he will overwhelm you with questions. His demands upon your time and patience will be unceasing; and, with all your other cares and duties, you will hardly know how to submit to his exactions. But, dear mother, do not frown upon the boy. Do not tell him he is a naughty, troublesome child, and banish him from your presence. Answer his questions — attend to all his reasonable wants. If he is noisy and boisterous in his plays, provide some place in your house or yard where he can play

horse, shout, whistle, play soldier, and use his knife to his heart's content. When he is weary with his play, and seeks his mother again, give him a warm welcome. As he grows older, listen to his boyish plans, and give him your sympathy. Interest yourself in his amusements. Put by your own work occasionally to join in a game with him. Take some pains to get up pleasant and profitable amusements for him. Manifest an interest in his school companions. Invite them to your house. Take pains to provide a suitable entertainment for them, and make the visit as pleasant as possible. Recognize him as one of the family, having a place in the parlor and around the centre-table with his sisters.

It will require some study, and much patience and self-denial, to *follow* your son in this way. A mother's time, in this day, is very fully occupied. There is often for her no rest, emphatically, during the day; and occasionally the small hours of the morning find her bending over some necessary piece of work for the family. This is not the case with all mothers, to be sure. Those more favorably situated with respect to labor, feel, and justly, that society has claims upon them, to meet which requires much precious time. Such have their plans for their own improvement — reading, writing, and other things very delightful to them, which must sometimes be given up for the benefit of their children. Yes, often you must sacrifice your own tastes, your ease, your *quiet*, even, if you would keep the boys at home evenings. But is not the boy's welfare, his salvation, worthy every sacrifice a mother can make. Is not our duty to our children our *first*, our greatest duty? And consider, mother, if you succeed in making home pleasant and attractive to your son, he will have no desire to *stray* into the street. There will be no necessity for rules and prohibitions on the subject.

One good father said to his neighbor, who considered him unwise in being so strict with his sons, forbidding them to go out evenings. etc., "My friend, I do not forbid my sons to go out evenings. There is no necessity for it, for they have no desire to go; their mother and sisters make home very pleasant to them." Ah! there is the secret. Would there were more such mothers and sisters in the world!

Sisters, here is something for you to think of, and to do. Let

me tell you a fact. I once knew some bright, intelligent boys, who were driven into the street, and, I fear, ruined in this way. The older children of the family were daughters; intelligent, refined in their feelings, and accomplished. Their brothers were noisy, boisterous, meddlesome—just as boys at a certain age always are. Their faces and hands were not always clean, and they were sure to present themselves in the parlor at most inopportune times. These boys were a constant source of annoyance to their grown-up, lady sisters, and it was finally decided that *the boys* should not come into the parlor where their sisters read, worked, and received their company. Poor boys! Banished from all that was bright and pleasant to them at home, they sought companionship where they were welcome. Do you wonder they were soon notorious as leaders in all that was mischievous and disorderly? How much better it would have been in the mother and sisters to have given up their preferences, occasionally, and, by gentleness and patience, used their influence to tame the little savages. How much wiser to have sacrificed much for the sake of making the boys happy in a rational way, and happy, too, in the house to which God had sent them.

TEACHING SPELLING.

THE method of teaching spelling which has been practised by the writer and her assistant in a Primary School for some years, may perhaps be suggestive to some young teacher who is just beginning her work, and is here offered with the hope that it may induce some other Primary School teacher to tell us, through the pages of our ever welcome journal, how she does her work.

As soon as the little beginners learn two or three letters which will form a word, that word is given as a spelling lesson, to be recited by each child separately; from day to day new words are added and the old ones reviewed, until having learned all the alphabet, and become able to spell ten or twelve new words for each advance lesson, the new words are learned in the forenoon, printed on the slate, and then spelt separately by each child; in the afternoon a review of the old words is given out, and each child spells

in turn. Three or four, or more words, are also written on the slates by the class, from the teacher's dictation. As the children grow older and progress faster, the lesson from dictation may be increased in length. Once or twice a week a spelling lesson of complete sentences may be given for variety, and to secure the retention of the *little words* in the memory. This method takes more time than the ordinary way of teaching this important branch, but it can be done in a graded school of fifty scholars, with one teacher, by so arranging the work that one half shall spell separately when the other reviews. No missed word is ever allowed to go unlearned, but is marked, learned, and spelt again immediately. Perhaps our method would be impracticable in a school which is not graded; but even there, every word might be *printed* by the little children, and *written* by the more advanced pupils. If there is any more thorough way of "teaching spelling," any information about it would be thankfully received; for, with all our drilling, we find many pupils who fail of becoming good spellers.

H. W.

THE RECITAL.

This is an exercise which, for want of a better name, we have designated as above. After a thorough and most satisfactory trial of two years, we confidently commend it to the attention of teachers.

Three leading objects are obtained from it.

First. The pupil on whom the exercise devolves acquires valuable information, which is so effectually fastened in the mind that it can scarcely fail of being retained permanently.

Second. The facts presented, having been collected and condensed with great care, are communicated to many other minds, under circumstances calculated to attract attention and impart interest.

Third. But the most important object is, to cultivate the power of clothing thought in appropriate language, and presenting it in an easy, colloquial style, to a company of listeners.

It may be rendered so simple and easy, that the little child in

the Primary School may engage in it as readily and profitably as the member of a High School. Indeed, it ought to be commenced by the children in the lower grades, that, as they advance into the higher, they may gain the full benefit which continued practice will impart.

The preparation of a "recital" is simply this. Suppose the pupil has recently returned from a trip to the White Mountains, the sea side, or a long journey. He has seen many new objects of interest, and has many beautiful mental pictures of them treasured up, to which he can recur, at will. Let him sit down with a small piece of paper and pencil, and recall to mind the events of the tour, making an imaginary journey precisely as the real one was made, so far as imagination can be made reality. With the pencil a *few* notes may be made, brief as possible, to be used merely as a word of suggestion where the memory would be likely to fail of gathering up all the interesting incidents. Let the pupil then, in private, practise relating the events in preparation for a presentation of the same before the school. It will be well to make the "recital" once before the teacher, or a friend, in private, before relating the account publicly. The length of time occupied should not usually exceed ten minutes.

The following cautions are worthy of attention.

1. Select the most interesting and important objects and events for description.

2. Endeavor to use good language, and speak distinctly and deliberately, in a conversational style, as if relating the same thing in a circle of familiar friends, at home.

3. Avoid all approach to a declamatory style of utterance.

4. Let the position in standing before the school be easy and graceful.

5. Avoid referring to the notes, if possible, and when necessary, let it be done by a simple glance of the eye. Look at the audience addressed.

But it will not always be found practical to present *original* subjects. Let us see how substitutes can be supplied. When the pupil has read some interesting narrative, let him close the book and think of the main features of the story, without attempting to remember the language. With as little reference to the book as

possible, after the idea of the story is fixed in mind, the language of the pupil may now be used, and the recital may be made in the same manner as if it had been a description of actual observation.

In this way a brief story, the synopsis of a small or even a large volume, may be presented. Nor need the subject be merely a *story*. Topics of infinite variety may be found relating to persons, places, historical events, scientific statements, current events, all of which may be both interesting and instructive. The first recital made in our introduction of this exercise, as an experiment, was "*Sir John Franklin*." The outlines were, a brief sketch of his early life, — his expeditions and explorations, — government expeditions in search of him, — and an account of the discovery of his remains. Other subjects used were as follows: "The Sack of Rome;" "Account of Lady Esther Stanhope;" "History and Manufacture of Cannon;" "Needles;" "Somnambulism;" "Description of Moscow;" "Sketch of Louis Napoleon III.;" "Grace Darling;" "Bells;" "The Japanese;" "Gunpowder;" "Rome in the time of Nero," etc., etc.

These are selected as specimens of the character of topics presented. This exercise intermingled with the weekly rhetorical exercises, imparts a pleasant variety to the occasion.

We would suggest that great care should be taken to utter very distinctly and deliberately whatever may be offered. Never commit to memory the language of the book; let the pupil possess the *thought*, then express it in his *own language*. The excellence of the performance depends chiefly on this.

When pupils become accustomed to this exercise, it may be varied by introducing "Object Teaching." Let the subject be proposed to show "The Structure of Plants." An older pupil, with a few plants in hand, may make an interesting exercise by describing and illustrating the forms of roots in various kinds of vegetables or plants; also forms of leaves, flowers, and modes of production of fruits, etc. Very common objects may be made to assume an entirely new aspect and greatly increased interest, by a suitable preparation on the part of the pupil. With a little assistance, at first, from the teacher, the effort can be rendered quite successful.

In the primary and intermediate grades, the children may interest their schoolmates with profit to themselves. Story telling has

been a source of endless amusement from grandfather to grandchild, from time immemorial. Now, for an experiment, let the teacher select some promising child, and in private repeat a well chosen story, and then request the child to repeat the same. It would doubtless be imperfectly done at first; but by repetition and suitable instruction in the manner, use of language, and order of statement, after judicious preparation, very satisfactory results would attend the effort. No exercise would be listened to with greater interest by the children of the school. The subject should be adapted to the age and capacity of the performer, and varied so as to please and instruct. Beginning with a very simple effort, practice and careful preparation will, in due time, exhibit as much progress in this as in any department of study.

The RECITAL is equally adapted to both sexes. It combines most of the advantages derived from the practise of extemporaneous speaking and declamation, and is an excellent preparation for both. It accustoms the pupil to comprehend, with facility, the essential parts of a volume or subject, and so to group them in the mind as easily to secure and retain a connected outline of the whole. It induces concentration of thought and fixedness of attention; it cultivates the memory; encourages the habit of investigation; affords practice in the use of language; stores the mind with useful knowledge; forms the habit of noticing important facts and events, and imparts the power of presenting information to others with facility and in an agreeable manner.

Information obtained by the labor of one individual and thus presented comes into the possession of many other minds with little cost of time or effort on their part. The exercise greatly increases the interest of the general exercises of the school, stimulates the minds of pupils to more mature and elevated modes of thought and conversation, and induces a higher and more profitable course of reading.

MEN will wrangle for religion; write for it; fight for it; die for it; any thing but *live* for it.

CO-OPERATION OF PARENTS.

[THE writer of the following, formerly a member of the school committee in Boston and elsewhere in Massachusetts, has touched a vitally important point relating to the success of our schools, and knows thoroughly whereof he speaks. We most earnestly suggest to school committees, that they "go and do likewise." It involves *labor;* but that is the thing needed — the *sine qua non.* Let teachers heartily co-operate, if they would secure their own success. — ED.]

THE most essential thing to be done, in order to make our Common Schools what they ought to be, is to induce parents to co-operate with the teachers and committees of these schools by some methods at once practical and simple, and well devised. We have our school funds, our school laws, and teachers' institutes, all under the direction of the State legislature, and, we will suppose, to the acceptance of the parents of the children who attend our schools. Let it be admitted that we have as complete a system of common school education, as we can be expected to have. But no system of common school education will or can work out the desired results, when left to itself, as though it possessed inherently the life-working power. Nor can those who are clothed with official authority to have the oversight of our schools, and to see that they are conducted according to law, do all that is needful to secure the perfect working of our system of education, so as to make each school in the Commonwealth just as good as it might be under the provisions of the State.

It is highly important that the school committee in each city and town should consist of working men, ready to labor "in season and out of season" to promote the interests of the schools, whether paid or not paid for their services. In large cities, as for example in Boston, the board of school committee, having so great a work to do, has monthly or quarterly meetings statedly, at which the condition of the respective schools is reported, and questions naturally suggested are freely discussed. But in proportion the schools in the rural towns are less cared for, and, consequently, are less efficient.

Let the following be suggested as a plan, in its outlines, of something to be done, to make our schools better, in all respects, than they now are.

For instance, in the town of A., with a scattered population, there are ten school districts. Begin with District No. One. Let an effort be made this fall, some two or three weeks before the opening of the winter term, to get a meeting of all the parents in this district, at the school-house. Secure the attendance not only of the fathers and mothers, but of all the inhabitants, so that the school-house may be crowded. At this meeting let the school committee, in the most direct and practical way possible, address the people on the importance of having a good school; presenting the duties of parents in the premises, to see that their children go to school constantly and punctually; to interest themselves in the studies of their children, encouraging them from day to day, and insisting on their thoroughness in study and their good behavior at school; to visit the school at least as often as once each month; and to strengthen the hands and inspirit the heart of the teacher in ways that may be readily intimated. In thus talking to the parents, speak frankly, come right to their hearts, and be as faithful as the circumstances require. The committee having thus addressed the parents, and also the children and youth, let an opportunity be given for the parents and friends of the school to respond, pledging themselves to be more faithful in their personal relations to the school than ever before.

Then do in the other nine school districts what you have done in this, only as at each succeeding meeting there may be an improvement made, the effect of trials already accomplished.

It must be understood that the school committee cannot prosecute such a plan as this without right down hard work.

A school committee man has tried the plan suggested, with excellent results. G. A. O.

ATTENTION.

The ability of any person to hold the mind in a fixed condition to receive whatever may be communicated to it, is the first element of intellectual power. Without it all the faculties of the mind must, necessarily, be enfeebled and their action aimless and superficial. A mind incapable of giving undivided attention must be

deficient in the power of comprehension; perception cannot be acute; comparison and judgment fail; association is weak; and memory is consequently feeble and treacherous.

The importance of so training the mind of the child as to increase the power of attention, will be manifest to every one who understands the nature of the human intellect, or desires to place the elements of success within the reach of the young. The evils growing out of inattention are legion, but, in a vast majority of cases, are attributed to some other cause.

What teacher has not been surprised and disheartened, if not sorely vexed, when, after a most explicit presentation of a statement or announcement of a rule, has found many pupils declare, "I never heard you say so."

It is related of a teacher, that, for the purpose of testing the power of attention of her pupils, she stated a circumstance to one individual, in plain, positive language, and requested her to state the same with great care to a second, the second to a third, and so on, until the statement should be made to twenty persons. Then the twentieth individual was requested to relate to the teacher what had been communicated to her; but so changed had the statement become that the teacher could not recognize the slightest resemblance, in idea or language, to that which she had first communicated.

We take the liberty of presenting a very forcible illustration of our subject from an incident related by Prof John S. Hart, late Principal of the Philadelphia High School, in a most excellent lecture on Attention. He remarks, — "At the examination for admission into the Philadelphia High School, as a means of testing how the faculty of attention had been cultivated, candidates were required to write a passage from dictation. On one occasion I took pains to copy a few of the exercises, in order to show the singular freaks which an uncultivated ear may be led into. The first clause of the sentence I read to be copied was thus:

"Every breach of veracity indicates some latent vice.

"The following are examples of the understanding of some of the candidates:

"Every breach of veracity indicates some latest vice.

"Every breach of vivacity indicates some great advice.

"Every breach of veracity indicates some laten vice.
"Every breach of veracity indicates some late device.
"Every bridge of eracity indicates some late advice.
"Every breach of feracity indicates some latent vice.
"Every breach of rascality indicates some ladened vice.
"Every branch of veracity in the next some latent vice.
"Every reach of their acidity indicates some device.

"In another part of the passage occurred the words 'petty operations.' The following examples will indicate the understanding of some of the candidates.

"'Petty alterations.' 'Petty observations.' 'Patriarchial institutions.' 'Petty oblations.'"

Prof. H. remarks, "we cannot take too much pains in early life in arousing this power of attention. Depend upon it, no matter how much learning, so called, is crammed into a youth, his intellectual development is not begun until this power is aroused. He may have a vague, dreamy sort of knowledge, may do some things by rule, may acquire by rote, but his powers are not invigorated. He does not grow until he really begins to see and hear, and to feel *terra firma* under his feet."

THE temptations of intellect are not comparable to the temptations of dullness. I am quite sure that it is a most solemn duty to cultivate our understandings to the uttermost, for I have seen the evil moral consequences of fanaticism to a greater degree than I ever expected to see them realized; and I am satisfied that a neglected intellect is far oftener the cause of mischief to a man than a perverted or over-valued one. — *Dr. Arnold.*

GERALD MASSEY sings of children who were employed from morning till evening in a silk manufactory:

"Still all day the iron wheels go onward,
Grinding life down from its mark;
And the children's souls which God is calling sunward,
Spin on blindly in the dark.

Resident Editors' Department.

THE MEETING OF THE AMERICAN INSTITUTE AT BRATTLEBORO'.

On the afternoon of the 20th of August, after a long ride with a "merrie companie," we jumped out of the cars and found ourselves in one of the pleasantest of New England towns. The Connecticut, not in its glory, in a shallow stream was flowing past us, and on the opposite side rose a huge embankment of mountain. All about us the hills sloped upward, rich in foliage, marked by lines of houses, or dotted with scattered dwellings. We had received a hint from a kind friend that the Lawrence Water Cure was the place to stay at; so we inveigled as many of our friends as we could, and started for that establishment. The senior editor and ourself were shown into a room which was at our service could we consent to share it together. That, of course, we were delighted to do. So we took possession, and immediately proceeded to make ourselves comfortable. What with good baths, good food, good gymnastic apparatus, a good host and good company, we found it very easy to keep ourselves comfortable all the while we were there.

The next forenoon was devoted to amusement. Our friend from Dorchester was on hand with his superb rifle, with which we were generously invited to experiment. An old board was stuck up in the bed of a stream, and a piece of paper an inch and a half in diameter was pinned upon it. The distance to the bridge was paced, and pronounced twenty-two rods. A teacher from Quincy, animated by the glorious recollection of his old ancestor shooting the wolf, hit the paper not far from the outer edge. His uncle, of the Quincy School, Boston, resolving not to be outdone, took deliberate aim, and hit the paper inside of the last shot, about a quarter of an inch from it. It is but fair to add neither gentlemen tried again. For

ourself, we were fortunate enough to take three or four shots without marring the board at all. This may be thought no great feat when the wide space upon each side of the board is considered; but, still, some of the rest of our party did accidentally hit it, notwithstanding the carefulness of their aim.

During odd hours bowling seemed to be a favorite amusement. Some few showed the power of their muscle, the steadiness of their nerve, and carefulness of their training by frequently getting a ten strike. But in most cases the balls obstinately refused to be guided by the will of the bowlers, and seemed almost endowed with intelligence, such wonderful facility did they manifest in avoiding the pins. We had the pleasure of rolling one string with a Professor from St. Louis. He scored eighty-one. We followed close upon him, getting eighty. We really think we should have been even with him, had he not taken advantage of our infirmity, and kept us shaking with laughter. As it was, he bore off the honors.

The meetings of the Institute were, in many respects, very successful. The number in attendance from abroad was about six hundred. The people of Brattleboro', besides being exceedingly hospitable, showed a commendable interest in the proceedings. Their large Town Hall was completely filled at every session. The lectures were all good, some of them excellent. Smyth was strong and witty; Sawyer, calm and pleasing; Monroe, scientific and practical; Wetherell, interesting and instructive; Adams, earnest and eloquent; North, keen and forcible. Every body seemed to listen with attention, and the frequent applause bespoke the approbation of the listeners.

Of the discussions we have not much to say. Of course, many good things were said during the meeting, — many that were eminently suggestive. But it is to be regretted that so much practical talent as was there brought together was not made more serviceable. Paganini possessed the remarkable faculty of playing upon one string about as well as most musicians play upon four; but as all are not Pagininis, perhaps it would be as well for people generally not to practise in public upon one string to any great extent. It is amusing and interesting enough at first; but it soon begins to fret the ear. We all of us crave a little variety; and, however important any man's special department in the great work of education may be, there are other departments as important, claiming a share of attention.

Friday morning the Institute was addressed by Hon. Joseph White, Secretary of the Board of Education, upon the subject: "Universal Education the great Safeguard of a Republican Government." This was Mr. White's first appearance in any of our large educational gatherings, since he assumed the duties of the secretaryship. He made a very favorable impression

upon all present. His remarks were high-toned and eloquent, and indicated a determination and ability on his part, to uphold and carry on the great work Massachusetts has so much at heart. We hope we shall frequently have the pleasure of hearing him at the meetings of our various associations.

A. P. Stone, Esq., of Plymouth, was elected President. He is a man of fine presence, easy and graceful in his manner of presiding, and is just the man for the position. This is the second time he has been called upon to follow Mr. Hagar; and there are but few who could receive the official robes from so popular and able a presiding officer and wear them so well. Of our ex-Presidents it may not be out of the way to remark, that there is no intention of placing them upon the retired list. There is Sherwin, a veteran in the cause, full of the wisdom of experience, whose benignant countenance it is a pleasure to behold; Philbrick, at the top of the ladder with his life half before him, able and enthusiastic as ever; Hagar, still young, one of the most successful of teachers, blessed with a fine intellect, clear-sighted, logical, inexhaustible in wit: — we cannot allow such men to be shelved. We want them in active service.

The exercises of the meeting were varied and enlivened by music. Prof. Wood and friend, of Albany, were frequently called upon to discourse their sweet strains. Their songs, patriotic, pathetic, comic, were greeted with enthusiastic applause. Prof. Frost, of Boston, also sang with fine effect. These gentlemen are deserving of great credit for their ready responses to the frequent calls of the President.

This gathering at Brattleboro', we doubt not, was pleasant and profitable to all concerned. The hospitality of the people was of that graceful, unobtrusive kind which it is so easy and delightful to accept, because your entertainers impress you with the feeling that they are receiving rather than bestowing a favor. The champions of education from abroad, though not present in so large numbers as usual, yet added much to the interest of the occasion. The meeting itself, though not equal to the best of its predecessors, was yet such a meeting as only the American Institute of Instruction can hold. Its influence will be widely felt in the advancement of the educational interests of our country.

"A SCHOOL, OR SOME SORT OF A CEMETERY."

Not long ago, we were riding with a friend, who is, we suspect, a near connexion of Mrs. Partington. As we passed a fine old estate, our friend remarked, "Mr. So-and-so has purchased that place." "What is he going

to do with it?" we inquired. "O, he is going to establish *a school, or some sort of a cemetery.*" We quietly smiled at the grave blunder of our friend, and dropped the subject. But soon the words came back to mind, and we found ourself silently uttering "*a school, or some sort of a cemetery!*" These words rang in our ears, as we passed at night into dream land, and again when our eyes welcomed the new-born day. As we entered the school-room, at the wonted hour, and looked upon the scores of young people intrusted to our care, again and again recurred the now familiar words, "*a school, or some sort of a cemetery!*" Is this a cemetery, we mentally asked, and if so, who, or what, is buried here? and who is responsible for the burials? If this be a cemetery, what is *our* office here? Are we doctor, or sexton, or pall-bearer, or chief mourner?

We have soberly meditated upon the possible connection between schools and cemeteries, and have been endeavoring to ascertain in what respects schools can be cemeteries. Here are a few skeletons of the conclusions reached. May the dry bones of a valuable subject, thus hastily dissected, not be quite devoid of interest.

A school may be a cemetery for *dead intellect.* When words are taught with little or no reference to what they signify; when memory is cultivated at the expense of thought; when a child's inquiring spirit is checked by unnecessary restrictions and formalities; when the majority of the mental faculties are uncultivated, or wrongly directed; when the school work is permitted to become a lifeless round of drudgery; then, indeed, is the school a gloomy cemetery. Alas, how many ghosts of deceased intellects have pedagogic Charon's driven across the mental Styx with birchen sticks. On the tombs of how many dead minds might truly be inscribed, "*Died of a schoolmaster!*"

A school may be a cemetery for *dead ambition.* It is natural for people, young and old, to desire to excel. As the man commonly strives to surpass his fellows in wealth, style of living, and position in society, so the child is eager to outdo his companions in his sports and his studies. Each wishes to possess the swiftest sled, the fleetest skates, the most soaring kite, the stoutest arm, and the lightest foot. So in the world of school-life, each one naturally loves to stand above his mate. He takes an honorable pride in excelling. The spirit of ambition implanted in his nature prompts him to aim high. But when he sees, as is too often the case, that his earnest efforts to do well are unappreciated; that he is misunderstood, or misrepresented; that some unfortunate defect of person or address, which he cannot remedy, is constantly operating to his disadvantage; that the prizes of rank, or other rewards, are borne off by those whose efforts have not been so vigorous and patient as his own; then his ambition dies out, and the school becomes its burial place.

A school may be a cemetery for *affections, good feelings, and generous sentiments.* Children love to be beloved. They run instinctively to those who exhibit a kindly disposition. The affectionate parent is almost sure to have loving children. So the kind teacher commands the grateful affection of his pupils. They love to meet him; to listen to his instructions; to conform to his wishes. They draw sweet pleasure from his approving smile; while his stern look is to them the severest of rebukes. In the school of such a teacher, all the loving and lovable qualities of the heart flourish and blossom. But it is far different in the school of him who governs, not by love and kindness, but by force and fear. Savage looks, loud commands, bitter invectives, sneering taunts, senseless reproaches, again and again have crushed the life out of young hearts. How often has the hard-faced master recklessly caused the welling tears to flow, and the trembling limbs to quake! How often has the child, who would gladly have loved his teacher, been driven to hate him with a bitter hatred. Who can tell how much love, how many noble feelings have been buried in the school-room!

The school may be a cemetery for *dead truth and honor.* When a teacher fails to be impartial towards his pupils; when he influences them by mean motives; when he frightens them into falsehood through fear of punishments; when he attempts to deceive them by false pretences to knowledge that he does not possess; *when he deliberately trains them to cheat the public by seeming to know more than they do know,* he surely is the murderer of truth and honor; and his school is their burial ground.

A school may be a cemetery for bodily *health and vigor.* The wasted forms, the pale cheeks, and the nervous movements of many a scholar tell the tale of health sacrificed on the altar of emulation. Children of feeble constitutions and nervous temperament, fitter objects of care for a doctor than for a schoolmaster, engage in the struggles and rivalries of school life. The very delicacy of their physical condition not only makes them over-anxious about their success, but gives them, oftentimes, a clearness of comprehension, and a facility of acquisition, which delights the teacher, and too frequently prompt him to urge them onward far beyond their strength. To such children, especially, the school may become a sepulchre.

Lastly, the school may be a cemetery for *the faithful teacher.* The self-sacrificing labors of many teachers have borne them early to the grave. "Faithful unto death" they have obtained the "crown of life." The conscientious teacher, who appreciates the vastness of the responsibilities that weigh upon him; who looks upon each pupil as a God-given trust; whose standard of duty is planted high above the low grounds of selfishness; who values success in doing God's work as infinitely superior to personal emoluments, and fame, and life itself; — such a teacher is too apt to pay but little regard to the just claims of health, and, sooner or later, passes pre-

maturely to the world of spirits. To such a one — and such we have known — the school is a cemetery indeed, but one embowered with the evergreen trees of affection, and written all over with grateful epitaphs by loving children.

A NEW SCIENCE.

The London *Review* contains a condensed and very interesting account of a communication which was made at the last sitting of the French Academy of Sciences. For several years a French scholar, M. L. Scott, has been engaged in experiments of fixing sounds upon a prepared tablet, in the same way as photography fixes luminous images, and has met with considerable success in this new art, which he has named *Phonautography*. The communication would be unintelligible to the general reader without the diagrams and a knowledge of what had previously been accomplished by Mr. Scott. But as the subject is of immense importance, and likely to attract great attention, a short account of what has already been done, will be of interest. We quote the following lines from the article already mentioned:

"The problem which first required solution was the artificial construction of an ear, by means of tubes and diaphragms, so as to imitate, as nearly as possible, the human ear in its power of collecting sounds of every degree of intensity, and transmitting them to a delicate membrane placed at the extremity. After numerous essays an apparatus was constructed which possessed the above qualifications; the membrane was seen to vibrate visibly, and in a different manner, with each audible sound or note; and if a pen or style were fastened to this membrane, its point would trace the wonderfully beautiful and complicated curves and circles appertaining to the elements of sound. The next difficulty consisted in finding a sensitive surface upon which this style could mark the imprint of its movements; for the vibrations of the aerial pen were so delicate that if any appreciable force were required to effect the transcription, the resistance would at once stop all movement. This difficulty was at last overcome by employing a strip of thin paper, upon which was deposited a film of lamp-black obtained from the smoke of burning bodies. This sensitive surface is carried along by clock-work agency in front of the vibrating style, so that the successive movements of the latter shall not impinge one on the other, when the result is a series of lines written on the paper, composed of the most complicated systems of curves, and forming a natural autograph of the producing sounds.

Of course it will be understood that the above is intended more as a brief outline of the principle of Mr. Scott's instrument, than as an exact description of its individual details. In reality, especially in the one recently made, it is far more complicated than would be imagined from this brief sketch; but the phonographs produced by it are marvellously perfect. Every separate source of sound has an individuality of its own. The sounds of different musical instruments, for instance, are easily distinguished from one another, and from the human voice. This latter, moreover, gives different traces, according to its character — the sweet, soft voice of a female, especially when singing, being characterized by great beauty and harmony in the curves impressed on the paper; in those produced by the harsher

voice of a man, the curves are larger and more ragged looking; whilst in a shriek or a shout, or in the harsh, discordant sounds of instruments, the waves are irregular, unequal, and broken up into secondary vibrations of all degrees of amplitude.

An oration, delivered with varying rapidity, and with the pitch of the voice greatly modulated in different parts, has a striking appearance in its phonograph. Rapidly spoken parts have the curves crowded together, whilst in others they are widely separated. The loud tones of the voice are shown by the written waves rising perhaps to half an inch or more in height, whilst the low tones are not more than the eighth of an inch high; the modulations of the voice are thus shown very beautifully by the varying height of what may be called the letters of sound.

The fact of being able to make spoken sounds record themselves permanently on paper is of itself most singular and astonishing; but if it is ever developed, as the inventor says it shortly will be, to sufficient perfection to enable it to take down speeches which may be written off verbatim, it is dificult to imagine the importance of the discovery, whether it be in respect to the unimpeachable accuracy of the process, the entire absence of trouble and expense in reporting articulate sounds or the great saving of the time and the exhausting labors of our parliamentary reporters.

Improvement in the Boards of Piano Fortes. — Mr. Schüneman, from Prussia, now residing in New York, has made an invention which leaves the system of the key-board quite unaltered, being only an addition to it, that can be used by the player according to his own discretion, and with which he can become acquainted in a short time. After a short practice he will be able to play the chromatic scale sliding, which cannot be done on the present piano-forte. The sliding can be done with one or both hands, in thirds, sixths, or any other interval, ascending or descending. Triads, or other harmonic combinations, can be executed either chromatically or in keys, requiring accidentals, with much greater facility than at present, setting aside the complicated fingering now in use, and bringing the different clefs to the same level as that of C major. This invention will increase the price of the present piano-forte only a trifle. — *Musical Review.*

Revolution in Photography. — The Paris correspondent of the London *Photographic News*, says: "Another revolution in photography! The honor of achieving this result is due to Sig. Joseph Eugene Balsamo, Professor of natural philosophy at Lucca, in Italy, who has found a substitute for nitrate of silver in positive printing, which is hydrochloric acid saturated with phosphorus, and diluted with acetate of copper. Paper imbued with this compound is exposed to the action of light under a negative, and when it has acquired a gray color, it is removed from the pressure-frame and exposed for five minutes to the vapors of sulphureted hydrogen, which acts upon those parts of the paper which have become altered by the action of light. The picture is afterwards toned and fixed in a solution of nitrate of bismuth. A decomposition of the salt of copper takes place, and the image, which is permanent, is formed of oxyd of bismuth. The professor, with that true liberality which characterizes men of science, has given his discovery to the world. His researches in heliography have opened a new path to the photographer, and he promises another communication on this subject ere long.

THE TEACHERS' INSTITUTE SOCIALLY CONSIDERED. — The Institute is the teacher's annual festival. It his his time to enjoy the rich luxury of idleness. It is his time for sleeping late o' mornings. It is his time for lolling on lounges and reading nice old books; for sitting in cool places and playing superannuated fiddles.

He leaves his dignity at home, and brings in its stead his budget of jokes. He spends his money royally, always returning home on a half dollar that he borrowed of some generous fellow who borrowed it of somebody else. He lives on wine and milk — the sparkling wine of hilarity, and the milk of human kindness. He goes buggy-riding; he eats ice-cream.

He is n't sedate. He did n't come to the Institute to be sedate. He makes no effort to be steady. He is hard to interest in class. Sometimes he goes to sleep. Sometimes he glances at the bright eyes that took him captive last Institute. Of evenings he goes to the lecture — and the bright eyes are dangerously near. Does he shun the "scintillating sparks" that forever "come and go?" Not he. Perhaps he goes to a re-union. Know ye, gentle readers, what a teachers' re-union is? Hear ye the words of a ratherish lazy fellow, who likes re-unions, and has been to many a one.

Re-unions are gatherings eminently shake-handative, eminently nod-headative, eminently free-talkative. A "feast of reason" is not necessary, but a "flow of soul" is. Souls flow from hands, and lips, and eyes, and mingle in unrestrained communion.

Experiences are exchanged, new acquaintances are formed, old friendships are revived. Sympathy is sought and given. Fresh strength, and hope, and vigor, are instilled into all hearts, and when the festivities are over, and the pulse of busy life beats low far in the night, how many teachers say in the silence of happy, contented hearts — Long may our Annual Institutes flourish in the land, and the blessings of re-union be afforded us! — *Ind. School Journal.*

AMERICAN INSTITUTE OF INSTRUCTION.

THIRTY-SECOND ANNUAL MEETING. BRATTLEBORO', VT., AUGUST 21, 1861.

THE Institute assembled in the Town Hall, and was called to order by D. B. Hagar, Esq., the President, at 2 1-2 o'clock P. M.

The divine blessing was invoked by Rev. George P. Tyler of Brattleboro'.

On motion of A. P. Stone, Esq., of Plymouth, Mass., the records of the last annual meeting were approved, and the reading omitted, as they had been published in the volume of proceedings.

J. D. Bradley, Esq., member of the Vermont Board of Education, then cordially welcomed the Institute to the hospitalities of the citizens of Brattleboro'.

The President then delivered an appropriate reply, in behalf of the Association.

At 3 o'clock the President delivered his annual address.

The Secretary read the Report of the Board of Directors, which, on motion of Mr. Northrop of Saxonville, Mass, was adopted and placed on file.

One motion of Mr. Stone of Plymouth, Mass., Messrs. Hedges of Newark, N. J.,

Bulkley of Brooklyn, N. Y., Allen of Norwich, Conn., Stone of Plymouth, Mass., Sawyer of Concord, N. H., Orcutt of Brattleboro', Vt., and Adams of Boston, Mass., were chosen a committee on nomination of officers.

Messrs. Northrop of Saxonville, Mass., Camp of New Britain, Conn., and Boltwood of Derry, N. H., were chosen a committee on teachers and teachers' places.

The Institute took a recess of five minutes, after which the following question was discussed: "How many hours a day ought pupils to be confined in school; and should they be required to prepare lessons at home?"

The discussion was opened by J. W. Bulkley of Brooklyn, N. Y., and continued by Messrs. Parish of Springfield, Mass., Littlefield of Somerville, Mass., Wetherell of Boston, Mass., Adams of Newton, Mass., Lewis of Boston, Mass., Putnam of Boston, Mass., Grosvenor of Dorchester, Mass., and Sheldon of West Newton, Mass.

On motion of Mr. Bulkley of N. Y., the discussion was suspended, and the Institute adjourned to meet at 7 1-2 o'clock.

EVENING SESSION.

The Institute was called to order at 7 1-2 o'clock, by the President, agreeable to adjournment.

An invitation was extended to gentlemen to become members of the Institute.

Prof. J. Wood and friend, of Albany, N. Y., entertained the audience with a patriotic song.

At 8 o'clock, the Hon. Anson Smyth, State Commissioner of Public Schools of Ohio, was introduced, and delivered an address. Subject: "Christian Culture in Public Schools.

On motion of Mr. Northend of Conn., the Institute adjourned, to meet at 9 o'clock the following morning, in the Town Hall.

THURSDAY MORNING.

The Institute was called to order by the President at 9 o'clock.

Prayer was offered by Rev. Joseph Chandler of West Brattleboro', Vt.

The records of Wednesday were read by the Secretary, and approved.

The Institute united in singing the Hymn, "From all that dwell below the skies," etc.

The following topic was taken up for discussion: "The proper qualifications of Primary School Teachers."

Mr. Northend of New Britain, Conn., opened the discussion, and was followed by Messrs. Sherwin of Boston, Mass., Wetherell of Boston, Mass., Ansorge of Dorchester, Mass., Calkins of New York City, and Philbrick of Boston, Mass.

On motion of Mr. Sheldon of Mass., the Institute took a recess of five minutes.

Prof. Frost of Boston, favored the audience with a song.

The hour for the lecture having arrived, Henry E. Sawyer, Esq., of the Concord N. H., High School, addressed the Institute on "The Pleasures and Privileges of teaching."

Adjourned to 2 1-2 o'clock.

AFTERNOON SESSION.

The Institute assembled at 2 1-2 o'clock, the President in the chair.

The audience united in singing "America."

The Treasurer's Report was read by the Secretary, in absence of the Treasurer, showing a balance of $410 on hand.

The report was accepted.

On motion of Mr. Northrop of Mass., the order of exercises for Friday was revised, the lecture assigned for 9 o'clock, and the discussion for 11 o'clock, A. M.

A song was listened to from Prof. Frost of Boston, Mass.

At 3 o'clock a lecture was delivered by Lewis B. Monroe of Boston, Mass. Subject: "The Human Voice.

A recess of five minutes was taken, which being over, the Institute was entertained with a song by Prof. Wood and friend, of Albany, N. Y.

The discussion of the topic, "Methods of teaching Reading and Elocution," being next in order, was taken up and discussed by the following gentlemen, viz: Buckingham of Brighton, Mass., Frost of Boston, Mass., Hurlbut of Boston, Lewis of Boston, Kneeland of Roxbury, Mass., Tower of St. Louis, Mo.

Adjourned to 7 3-4 o'clock.

EVENING SESSION.

The Institute convened at 7 3-4 o'clock, and was called to order by the President, who introduced Leander Wetherell, Esq., of Boston, the lecturer for the evening. Subject: "Education of Women as essential to the highest type of Christian Civilization in our country."

At the conclusion of the lecture the Institute adjourned, to meet at 9 o'clock the following morning, at the Town Hall.

FRIDAY MORNING.

The Institute met at 9 o'clock, and was called to order by the President.

The throne of grace was addressed by the Rev. Francis Williams of Brattleboro'.

The records of Thursday were read by the Secretary, and approved.

T. D. Adams, Esq., of Newton High School, was introduced, and delivered an address. Subject: "The bearings of Popular Education upon Civilization."

On motion of Mr. Northrop of Saxonville, Mass., twenty minutes to twelve o'clock was assigned as the time for the election of officers for the ensuing year.

After a recess of five minutes the Institute proceeded to the discussion of the following topic: "Universal Education the great Safeguard of a Republican Government."

The President introduced the Hon. J. S. White, Secretary of the Mass. Board of Education, who ably occupied the time assigned for this discussion,

On motion of Mr. Allen of Norwich, Conn., the subject was laid upon the table, and the topic of "Teaching Reading and Elocution" was taken up and discussed by Messrs. Northrop of Mass., Monroe of Mass., and Bruce of Vt.

The Institute then took a recess of five minutes, after which the audience were entertained with a song by Prof. Wood and friend, of Albany, N. Y.

Mr. Hedges of Newark, N. J., from the committee on nomination of officers, made a report, which was accepted.

The Institute proceeded to the election of officers. The President appointed Messrs. Camp, Hoyt, and Bruce, a committee to assort and count the votes, who reported the following officers as being unanimously elected:

President — A. P. Stone, Plymouth.

Vice Presidents — Samuel Pettes, Roxbury; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Hartford, Conn.; William H. Wells, Chicago, Ill.; Alfred Greenleaf, Brooklyn, N. Y.; William D. Swan, Boston; Charles Northend, New Britain, Conn.; Samuel S. Greene, Providence, R. I.; Ariel Parish, Springfield; Leander Wetherell, Boston; George B. Emerson, Boston; Amos Perry, Providence, R. I.; Nathan Hedges, Newark, N. J.; William T. Adams, Boston; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Thomas Sherwin, Boston; Jacob Batchelder, Salem; George S. Boutwell, Groton; John Kingsbury, Providence, R. I.; George Allen, Jr., Boston; Charles Hammond, Groton; D. N. Camp, New Britain, Conn.; J. D. Philbrick, Boston; Joshua Bates, Boston; Anson Smyth, Columbus, Ohio; Alpheus Crosby, Salem; Ebenezer Hervey, New Bedford; B. G. Northrop, Framingham; George F. Phelps, New Haven, Conn.; John C. Pelton, San Francisco, Cal.; Henry E. Sawyer, Concord, N. H.; William F. Phelps, Trenton, N. J.; J. Escobar, Mexico; E. P. Weston, Gorham, Me.; E. F. Strong, Bridgeport, Conn.; D. B. Hagar, Jamaica Plain; Hiram Orcutt, West Brattleboro'; B. B. Whittemore, Norwich, Conn.

Recording Secretary — William E. Sheldon, West Newton.

Corresponding Secretaries — B. W. Putnam, Boston; John Kneeland, Roxbury.

Treasurer — William D. Ticknor, Boston.

Curators — Nathan Metcalf, Boston; Samuel Swan, Boston; J. E. Horr, Brookline.

Censors — William T. Adams, Boston; James A. Page, Boston; C. Goodwin Clark, Boston.

Counsellors — Daniel Mansfield, Cambridge; Charles Hutchins, Boston; J. W. Allen, Norwich, Conn.; George N. Bigelow, Framingham; Richard Edwards, St. Louis, Mo.; T. W. Valentine, Brooklyn, N. Y.; J. E. Littlefield, Bangor, Me.; F. A. Sawyer, Boston; Moses T. Brown, Toledo, Ohio; Henry L. Boltwood, Derry, N. H.; Joseph White, Williamstown; George G. Littlefield, Somerville.

Adjourned to 2 1-2 o'clock, P. M.

AFTERNOON SESSION.

At the opening of the exercises this afternoon an invitation was received from the Superintendent of the Lawrence Water Cure, to attend a levee at their establishment, this evening; also, from the local committee of arrangements, inviting members of the Institute to an excursion to the summit of "Wantashquet Mountain,"— starting from the hall at the close of the lecture this P. M., tendering the services of competent guides.

The invitations were accepted, and the thanks of the Institute returned.

The retiring President appointed Messrs. Strong of Conn., and Putnam of Boston, a committee to escort the President elect, A. P. Stone, Esq., of Plymouth, Mass., to the chair.

Mr. Hagar took leave of the Institute in an appropriate address, and introduced his successor, who tendered his thanks for the honor conferred upon him, and accepted the position.

Prof. Edward North, of Hamilton College, Clinton, N. Y., then gave a lecture. Subject: "Power and its Sources."

At the conclusion of the lecture, the Institute, on motion of Mr. Strong of Conn., adjourned to meet at a quarter to eight o'clock.

EVENING SESSION.

The Institute re-assembled according to adjournment, and was called to order by the President, Mr. Stone.

O. S. Knapp, Esq. of Somerville, Mass., offered appropriate resolutions in reference to the decease of A. W. Pike, Esq., of Boston, which were adopted.

Resolutions were offered by Mr. John Kneeland of Roxbury, Mass., in honor of the memory of Ichabod Morton of Plymouth, Mass., which were adopted.

On motion of W. E. Sheldon of Mass., the speakers for the evening were limited to five minutes each.

The following gentlemen made statements as to the progress and condition of education in their respective States: Messrs. Bulkley of N. Y., Northend of Conn., Peterson of Maine, Upson and Hedges of N. J., Bruce of Ohio, Houghton of Kansas, Metcalf of Mo., Colby of Vt., Camp of Conn., Kneeland of Roxbury, Mass., Putnam of Boston, Mass., and Hagar of Jamaica Plain, Mass.

Rev. B. G. Northrop of Saxonville, Mass., offered the customary resolutions, tendering thanks to the citizens of Brattleboro' for hospitalities, to the local Committee for attentions, to the lecturers for their able addresses, to railroad companies for reductions of fare, and one pledging fidelity to the Constitution and the Union, and all possible aid to the Government in this hour of its trial.

Resolved, That in this great conflict of our beloved country — which has here been fitly styled the "schoolmasters' war" — much as we deprecate the evils of war, we desire no peace but that which is based on submission to our government, and that we will do our utmost to oppose and resist all compromises but those of the Constitution and the laws.

Resolved, That, though here representing all former political divisions, we for the time suspend party issues and platforms, and stand united as one man for the support of our government, for the enforcement of the laws, and the suppression of rebellion.

Resolved, That we gratefully record the fact, that so many of our fraternity — teachers of all grades — of district, grammar, and high schools and academies, and professors in our colleges, as well as thousands of our pupils — have gone forth to defend and maintain the liberties of our country, and that we here pledge them our sympathies, our support, and our prayers, and, if need be, our presence and our arms.

Mr. Northrop stated that most, if not all, of our colleges in New England, are represented in the army, either by college officers or their sons. Two sons of Dr. Sears of Brown University, served as captains in the battle of Bull Run; a son of Pres. Stearns is in the army; Prof. Clark, also of Amherst, is colonel; Prof. Schmitt of Harvard, is captain; the lamented Maj. Winthrop was a relative and former *protege* of Pres. Woolsey of Yale; the son of Dr. Durfee of Williams College, was in the Bull Run battle. One of the Massachusetts Board of Education, and several members of our State Normal Schools, are in the army. Pres. Hovey of the State Normal University of Illinois, is raising a whole regiment of schoolmasters in that noble State. His self-possession, quickness, comprehensiveness of mind, eminently qualifying Pres. Hovey to command a regiment.

The resolutions were seconded by Mr. Bulkley of N. Y., and remarks were made by Messrs. Northrop of Mass., Bulkley of N. Y., Tyler, Brown, and Orcutt of Vt. The resolutions were unanimously adopted.

The audience united in singing the doxology "Praise God from whom all blessings flow," etc.

On motion of Mr. Northend of Conn., the Institute was adjourned *sine die*.

W. E. SHELDON, *Rec. Sec'y.*

TEACHERS' INSTITUTES.

TEACHERS' INSTITUTES will be held as follows, namely: —

At EDGARTOWN, October 21; At SHELBURNE FALLS, November 4;

At WEYMOUTH, October 28; At SHEFFIELD, November 11;

At LAWRENCE, November 13.

Lectures will be given by the following gentlemen, viz.:

WILLIAM RUSSELL, LOWELL MASON, SANBORN TENNEY, LEWIS B. MONROE, JAMES C. SHARP, PHILO M. SLOCUM, B. G. NORTHROP, and the Secretary of the Board of Education; and, also,

At Edgartown — J. W. P. JENKS, ALONZO TRIPP, ABNER J. PHIPPS.

At Weymouth — GEO. S. BOUTWELL, E. O. HAVEN, H. K. OLIVER, A. P. STONE.

At Shelburne Falls — J. F. MOORS, I. N. LINCOLN, J. W. DICKINSON.

At Sheffield — P. A. CHADBOURNE, J. W. DICKINSON, EPHRAIM FLINT.

At Lawrence — His Excellency JOHN A. ANDREW, A. CROSBY, A. B. MUZZEY, WM. C. TODD, GEO. A. WALTON.

Other eminent gentlemen have been invited to lecture.

The subject of Mr. Sharp is "Chemistry of Common Life."

Mr. Monroe will lecture on "The Physiology of the Vocal Organs and Methods of Vocal Culture."

Application has been made for the privilege of free return tickets, and so far as replies have been received, this favor is cheerfully granted. Particulars on this point will be announced hereafter.

The teachers will be entertained without charge; and those who intend to become members of the Institute are invited to be present at the commencement, and remain during the week.

School Committees, and all the friends of Common Schools, are respectfully and earnestly requested to circulate this notice among teachers, and to render such aid as may seem to them proper and just to facilitate their attendance. The exercises of the Institute are also open to the friends of education generally.

JOSEPH WHITE,

Secretary of the Board of Education

INTELLIGENCE.

PERSONAL.

Mr C. G. G. Paine, salutatorian of the class of '61, Amherst College, has been appointed Principal of the Grafton High School, a position which he resigned four years since, in order to enter college. He has commenced his work well by subscribing for the *Mass. Teacher*, and ordering the back numbers.

Mr. Geo. B. Hyde, Master of the Everett School, Boston, has received the honorary degree of A. M. from Harvard College. In this complimentary act, the University honors one who has long honored the teacher's profession, by his earnest, faithful, and successful labor in the cause of sound learning.

Lewis B. Monroe, Esq., has re-opened his school for the cultivation of the voice and instruction in elocution, at No. 1 Province street. Mr. Monroe has peculiar qualifications for teaching in this department. Scores of teachers in this vicinity have profited by his instructions, and we have no doubt many others will avail themselves of the opportunity now offered them.

Mr. Hall Erandgent, from Alabama, has been elected Usher of the Mayhew School, Boston.

EDUCATIONAL.

Massachusetts. The first commencement exercise of *Dr. Lewis's Normal Institute for Physical Education* took place in Boston on Sept. 5th. A limited number of guests had been invited to the hall. The class consisted of seven ladies and six gentlemen, who have practised gymnastic exercises, during nine weeks, from six to twelve hours each day. Rev. Dr. Kirk opened the exercises of this occasion with prayer, after which Dr. Dio Lewis made a short and pointed statement of the history and purposes of the institute. Then came exercises with clubs, wands, dumb bells, rings and bags, which were interspersed with songs by Mr. Whitney, and executed with a degree of accuracy, vigor and zeal that was refreshing to behold. An essay, read by a graduating gentleman, was intended to show the importance of physical culture in a true education. The essayist's theological platform, however, was too narrow to be inviting, and his historical and statistical statements proved too wide for accuracy. A valedictory, by a highly cultivated lady of the class, was a fine production, and produced an excellent effect. Interesting and instructive addresses were made by President Dr. Felton, Rev. Dr. Kirk, D. B. Hagar, Esq., and others.

If the principles embodied in Dr. Lewis's system are ever destined to become general, the members of this graduatiug class, by their skill and zeal, are prepared to become very efficient promoters of their chosen cause.

A new school-house has been built at *West Newton*, which was dedicated on the 13th of Sept. It bears the name of Davis School, is very pleasantly located, and

surrounded by an ample play-ground, ornamented with large trees. The hall in the second story may be divided into two separate rooms by a large folding door ingeniously adjusted. The plan of the building, as well as its faultless execution, honor the building committee, whose members succeeded by their energy, foresight and personal attention to keep the building expenses within the appropriated sum of $5000. The liberality with which the citizens of the town elected the master of the school as a member of the building committee, and the faithfulness with which that member fulfilled his duties are alike honorable to both parties. We know a town where four school-houses were built without consulting even with *one* of the sixteen teachers. Within the first week after the dedication of these buildings, faults and omissions were detected which will remain as long as the houses are used for school purposes, and which could have been prevented by the advice of the masters.

Wisconsin. The resident editor of the *Wisconsin Journal of Education* has received during the past year, by State subscription, $3,380, and from individual subscribers $110. Among the resolutions passed at the late meeting of the State Teachers' Association are the following:

Resolved, That, in the office of County Superintendent, we recognize a march of improvement in the supervision of our Common Schools, but we are fully aware that the effectiveness and benefits to be derived from such supervision must depend upon the kind of men elected to such office; and we therefore recommend that none but practical educators be chosen.

Resolved, That the Executive Committee be instructed to make provision at the next annual meeting for one or more lectures on Music and School Amusements.

BOOK NOTICES

ARITHMETIC, in which are combined the Analytic and Synthetic Methods of Teaching. Re-written in a style much Condensed, with the addition of New and Inteesting Matter. Designed for the use of Schools and Academies. By Daniel Adams, M. D., author of Scholar's Arithmetic, Adams's New Arithmetic, etc., etc. New York: Collins & Brother. 1861.

The venerable author of this work, now in his eighty-eighth year, seems determined not to be outdone by young arithmeticians. Earliest engaged in the well-worked field of arithmetical science, he is still as active as the youngest laborer. Few authors in any science have been able successfully to compete for sixty years with almost countless rivals. Mr. Adams's first Arithmetic was published in 1801, and rapidly acquired a large circulation. His second work, the "New Arithmetic," has been more widely used, probably, than any similar publication. Fresh from the press now comes his last and best work. In his preface the author claims to have made numerous and valuable improvements in the modes of teaching Arithmetic. So far as we have had time to examine these claims, they seem to be well founded, and richly to merit the careful attention of teachers. The type and dress of the book are uncommonly attractive.

A HAND-BOOK of Classical Geography, Chronology, Mythology, and Antiquities. Prepared for the Use of Schools. By T. P. Allen and W. F. Allen. Boston: Swan, Brewer & Tileston. 1861.

"This work," say the authors, "was undertaken to meet the want, which we had long felt, of a series of lessons in Ancient Geography, which should contain whatever was absolutely essential to the student, and no more. We have gradually enlarged our plan so as to comprise Chronology, Mythology, and Antiquities, always aiming to avoid the extremes of over-fulness and meagreness." The purpose of the authors has been admirably accomplished. This very beautifully printed book, of 122 pages, is just what young classical pupils need. It only needs to be known among teachers, to secure its general adoption as a text-book.

THE ELEMENTARY SPELLING BOOK, designed for Primary and Common Schools, and as an Introduction to Worcester's Pronouncing Spelling Book. Boston: Swan, Brewer & Tileston. 1861.

This is a neat little book of 108 pages, and is well adapted for the use of young children. It follows the system of notation and orthography presented in Worcester's Pronouncing Spelling Book, and is a fitting introduction to that popular book.

BOOK-KEEPING RATIONALIZED. Adapted to all kinds of business — Personal and Partnership, Commission and Corporate: with entirely new and rapid methods of computing Interest, Exchange, Averaging accounts, etc., a copious Appendix, and a facsimile of the written pages of the Day, Cash, Ledger, Set of Exchange, Notes, Drafts, etc. By George N. Comer, A. M., Accountant. Boston: Comer & Co.

We have examined this book very carefully, and with great satisfaction. It is clear, comprehensive, and concise — just such a book as will meet the wants of students and accountants.

ELEMENTS OF GEOMETRY AND TRIGONOMETRY: with Practical Applications. By Benjamin Greenleaf, A. M. Improved Electrotype Edition. Boston: Robert S. Davis & Co.

The great merits of Mr. Greenleaf's mathematical works are too well known to require attention at our hands. His Arithmetics and Algebra have commanded the public favor to a remarkable extent. His excellent system of Geometry, distinguished for its comprehensiveness, clearness and simplicity, has heretofore been noticed by the *Teacher*. We are glad to see that he has added to the Geometry an excellent treatise on Trigonometry, thus furnishing, in a single attractive book, all that is required by those who desire to study both sciences.

SCHOOL HISTORY OF ENGLAND. By A. B. Berard. A. S. Barnes & Burr, 51 and 53 John street, New York.

Here is an interesting and profitable book. It is not a mere compendium of events, but a description of the times in which the events occurred. The weaving in of quaint ballads, anecdotes, and legends, aids the minds of the young in understanding the conditions of the people at different epochs, and adds much to the interest of the work. It is not only a good text-book, but is well adapted for home reading.

The September number of the *Connecticut Common School Journal* is very valuable. Two articles, one on the Marking System in our schools, the other on Elocutionary Training, are worth many times the year's subscription.